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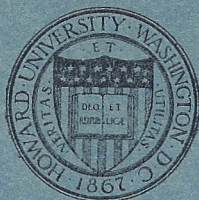
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VOL. XIV

FEBRUARY 1920

No. 4

The HOWARD UNIVERSITY RECORD



EDITORIALS

NEGRO CITIZENSHIP

Archibald H. Grimke

THE WHY OF R. O. T. C. UNITS IN EDUCATIONAL INSTITUTIONS

M. T. Dean

MUSIC APPRECIATION

Roy W. Tibbs

ETHICS AND ADVERTISING

R. E. Carey

DOES THE PROGRAM OF THE COLORED TEACHER IN THE SMALL COMMUNITY NEED REVISING?

Howard H. Long

HOWARD ALUMNI YOU OUGHT TO KNOW

ALUMNI NOTES

UNIVERSITY NOTES

UNDERGRADUATE LIFE

COUNTERWEIGHTS

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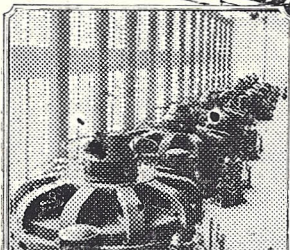
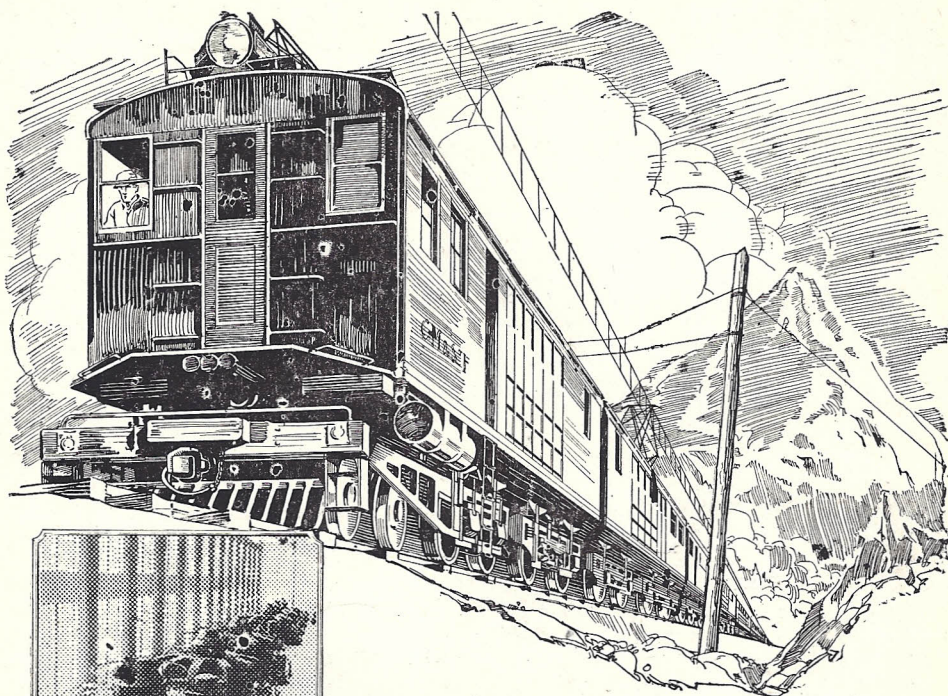
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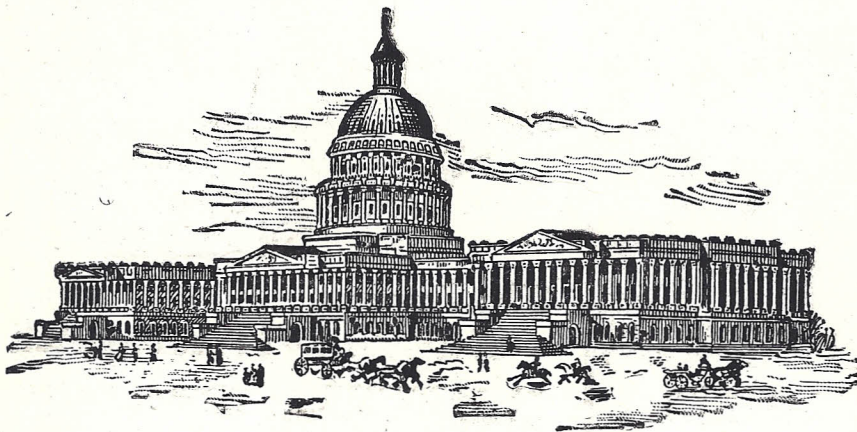
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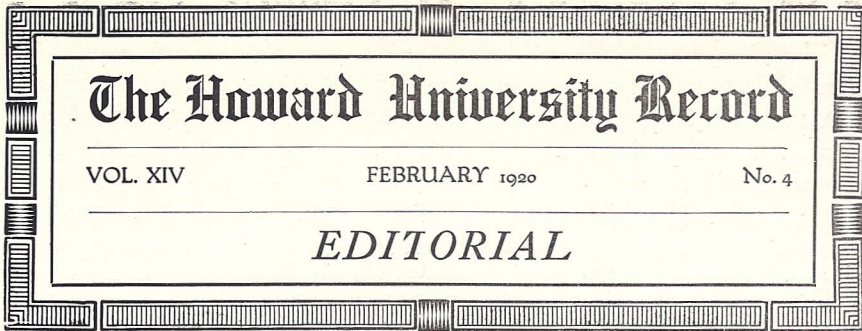
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Adequate Salaries for Teachers in Higher Institutions of Learning

No single movement in the educational world is at present attracting wider attention than the efforts that are being made by hundreds of colleges and other institutions of higher learning to conduct campaigns for the purpose of amassing larger funds with which to carry on the work which legitimately falls within their sphere.

The changed and changing economic conditions, incident to the World War, have greatly increased the operating expenses of these institutions and, at the same time, have drawn away from the teaching field many efficient men and women by offering them more lucrative inducements in other directions.

Campaigns of this character have been inaugurated by the largest and richest, as well as smallest and poorest, institutions in the land. It has become evident that with the greatly increased cost of living, it is manifestly impossible for the colleges, with their present endowment funds and revenues, to maintain that high standard of efficiency which they are all striving to attain.

The most glaring need of the colleges is felt in the inadequacy of the salaries of their teaching force. After a careful assembling of the facts, it is pointed out in this connection, that many of the chairs in our most highly endowed institutions yield to their occupants salaries considerably lower than the compensation paid to unskilled laborers whose wages have been reasonably increased to keep pace with the high cost of living. On the other hand, the salaries of teachers who are compelled to meet the cost of living, increased by one hundred to three hundred per cent, have remained nominally stationary. In reality, when we take into account the fact that the purchasing power of money has been reduced by at least one-half, we find that the salaries of the teaching staffs have been cut in half. A compensation of \$1,500 four years ago equals only \$750 in purchasing power today.

The college and university authorities are beginning to realize that the present compensation is not sufficient to allow this faithful and deserving

class of workers to live in accordance with the standard exacted of them.

A canvass of the colleges of the country, by the Harvard Endowment Fund, shows that there are at least 100 American institutions of higher education which are now either planning or conducting campaigns for added funds with which to carry on their work. At a conservative estimate without counting the state universities which are seeking more money from their legislatures, these appeals collectively will reach a body of 250,000 college graduates.

It is significant that this attempt to remedy the condition of the poorly paid members of the teaching profession is not confined to the activity of the school authorities, but that philanthropists and the public press throughout the land are also extending their sympathy and support in the case of this specific need of our higher institutions of learning.

The gift of \$50,000,000 by Mr. John D. Rockefeller announced on Christmas day will to some extent aid in relieving the situation. The words of Mr. Rockefeller in transmitting his gift to the General Education Board sum up the situation as follows:

"The attention of the American public has recently been drawn to the urgent and immediate necessity of providing more adequate salaries for members of the teaching profession. It is of the highest importance that those entrusted with the education of youth and the increase of knowledge should not be led to abandon their calling by reason of financial pressure or to cling to it amid discouragements due to financial limitations. It is of equal importance to our future welfare and progress that able and aspiring young men and women should not for similar reasons be deterred from devoting their lives to teaching.

"While this gift is made for the general corporate purposes of the board I should cordially indorse a decision to use the principal as well as the income as promptly and largely as may seem wise for the purpose of cooperating with the higher institutions of learning in raising sums specifically devoted to the increase of teachers' salaries."

G. M. L.



Interchurch World Movement's Program for Colored Schools

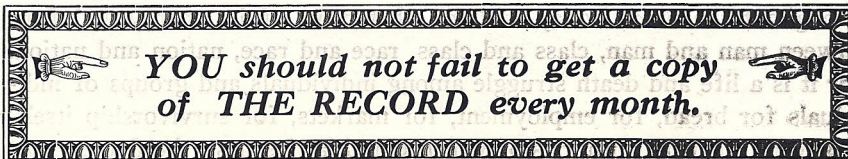
To few men is it given in any generation to accomplish what Dr. George E. Haynes achieved at the meeting of the Interchurch World Movement executive held at Atlantic City, January 5-7, 1920. After numerous conferences in many cities, after hard and long struggles to meet all contending and conflicting forces, there was finally evolved a program for the complete unification of the education of the colored race—three universities, eleven American standard colleges, twenty-one standard junior colleges, and three hundred standard secondary schools.

The universities, because of their outstanding prominence, were named, and in the following order: Howard University at Washington, D. C., Fisk University at Nashville, Tennessee, and a request was made to the denominational boards that they meet and determine a plan which would involve the creation of a graduate school, together with professional schools, at Atlanta, Georgia. This would be the third great university. The eleven colleges would be located by the great denominational boards where they, in their wisdom and in closest cooperation, would determine. This would be true also of the junior colleges and the secondary schools, the aim being to bring the opportunity nearest to the door of every colored student throughout the land. When this is accomplished the race will have the most perfect and complete system of schools that was ever devised for any race in the world's history.

The total amount of money to cover this whole project amounted to \$27,890,000. With the cheers still ringing which followed the presentation of the plan and the great plea of Dr. Haynes, as well as the pleas of Dr. George L. Cady and of Dr. Penn, the Executive Council unanimously voted to appropriate this sum of money and to do this great and wonderful work.

History was riding down that hour at a gallop. It is one of the most significant movements in this year of marvelous and far-reaching deeds.

J. S. D.



Negro Citizenship

By Archibald H. Grimke.

(An address delivered at the Reconstruction and Readjustment Conference, held at Howard University, Nov. 13, 1919.)

WHAT does the new reconstruction hold for the Negro? I do not know what it is intended to hold for him, but I do know what it must hold for him. It must hold for him an equal chance, an equal citizenship in all respects and in all parts of this boasted land of the free, North, South, East, and West, with the whites—native and foreign born. This is the categoric imperative of the new reconstruction, if surely there was any sincerity in the declaration that America entered the World War to make the world safe for Democracy. If charity begins at home then America must be made safe for the Negro. And it can only be made safe for him by giving him a man's chance in the battle for bread, by squaring his actual American citizenship with the citizenship which belongs to him under the Supreme Law of the land. Nor more, nor less will satisfy this categoric imperative of the new reconstruction. Nor more, nor less will satisfy the New Negro who has emerged out of this World War.

For he knows that he can never enjoy an equal chance, an equal citizenship with others without the freest access to the ballot—without being allowed untrammelled exercise of it in every State in the Union. And he knows besides that without it he cannot get the best and the most out of himself. He knows yet again that he must get the best and the most out of himself not only for the sake of his own group but for that of his Country also. And is he not right, this New Negro? One has only to glance at the philosophic basis of popular suffrage to see how altogether right he is. And here it is as I understand it: Struggle is the Law of Life. Wherever man has existed on the earth there strife, rivalry has existed also. In primitive times this struggle, this rivalry assumed the form of war of the individual against the individual, of tribe against tribe, and then of nation against nation. At the present time although the old form of this ancient and universal strife has been modified to some extent by social progress and civilization it remains in spirit essentially the same. Today the form which it is assuming the world over is industrial and commercial. But all the same the spirit is the inextinguishable spirit of the primitive struggle among primitive men. This struggle goes on throughout the world today with no abatement of its energy and fury between man and man, class and class, race and race, nation and nation. For it is a life and death struggle among individuals and groups of individuals for bread, for employment, for markets, for survivorship itself. It is, with frequent outbursts of violence and lawlessness, the fiercest sort of war, though not waged literally with bow and arrow and battleaxe,

with hand grenade and machine gun and cannon; but mainly by the opposing power and brains of organized labor against the opposing power and brains of organized capital, with all the stupendous industrial inventions of the age, with the tremendous instruments of trade, with the titanic machinery and tools of modern production and distribution.

When this struggle takes place within a nation it assumes in our modern civilization an industrial form. Now in such a struggle some individuals, some classes will prevail over other individuals, over other classes, because all men have not equal natural abilities, equal economic efficiency. Some are stronger, some are weaker by nature or education than others. Hence there exists a necessity for an umpire, for an umpire big and strong and wise enough to see that the industrial competitors fight fair—a necessity for the existence of some central authority to guard against foul play, to hold the scales of Justice even among them. Otherwise the weaker individuals will be disabled from performing their function in the social system of which they form a part, whereas for the good of the whole no individual ought to be so disabled. Otherwise the weaker industrial classes will be crippled as economic factors in the state when for the sake of the general welfare they ought not to be crippled. This industrial rivalry and struggle of men with men, of industrial group with industrial group, when properly controlled, ought to make for the common good, ought to add to the industrial strength of the whole people by increasing the economic value, the productive efficiency of all of its working parts. Its effect ought not surely to be a diminution of the human and economic value of any of the industrial forces of the Country in any important respect. For the State, the whole people will be injured, will suffer loss to the exact extent to which any part of it is injured, will suffer damage in such a contest to the exact extent to which any part of it suffers damage. Hence, I repeat, a necessity exists within every body politic for an umpire, for some central power to overlook the fight, to impose upon the competitors just and equal laws and to enforce strictly, impartially among them the rules of the industrial game.

In absolute countries this central power or umpirage resides actually or potentially in one person, and is yielded practically by a bureaucracy created by that supreme power. Autocratic power watches imperfectly to be sure through its several administrative bureaus this industrial struggle of men with men and of class with class. And as it watches it stands, or it ought to stand, ready to fly to the rescue of the under dog, the under class, to intervene when needful in order to preserve a sort of class equilibrium, of social and economic forces in the empire.

But in an industrial republic like ours it is different, for this central authority, this umpirage resides in the people as a whole. The people as a whole preside representatively over these struggles of parts of the people with other parts of the people for employment, for bread, for markets for their labor and products. The decisions of this central

power are called Constitutions and Laws, and the instrument for making, for interpreting and executing those decisions is denominated government. The constant and controlling purpose of those laws and of their administration, of this government is, or it ought to be, to maintain what the natural tendency of things is to destroy, namely, economic equilibrium, industrial fair play, equality of opportunity among the contestants. And this is effected for each individual, for each group of individuals by giving to them an equal voice in making the laws, in administering the government. The individual or the group that has no voice in making the laws, in administering the government will be overcome in such a struggle, will in fact be eventually destroyed by the individuals or the groups who help to make the laws, to administer the government. For laws made by a dominant group, by a dominant race within a State will invariably be made in the exclusive interest of that group and of that race, and not in the interest of the group, of the race deprived of a voice in making these laws. The government in exclusive possession of such a dominant group or race will likewise be administered in the selfish interest of that group or race, never in the interest of the group or race that has nothing to do with its administration. The right to vote gives a voice in making the laws, in administering the government in an industrial Republic like the American. And therefore, the right to vote ought to belong fundamentally and inalienably to each citizen, ought to be exercised by each industrial group actually or potentially, if the several States and the Nation itself are ever to get the best and the most out of all the heterogeneous and conflicting human units of which they are composed.

This freedom and omnipotence of popular opinion, this powerful political mechanism for restoring economic equilibrium and fair play, for maintaining equality of industrial opportunity, for raising the standard of industrial intelligence and efficiency among contending industrial units and groups, becomes in an industrial republic like ours practically automatic in action by the simple and effective device of a free and equal ballot. For the right to vote is not only the right preservative of all other rights in free States but likewise of all lasting racial and national progress at the same time. This then is the real, the philosophic basis of popular suffrage, I take it, whether in a constitutional monarchy or a democratic republic. If it fails to function for any reason, to fulfill its purpose then people will begin to cast about for a remedy as they are doing today in this country and all over the world. To build an industrial democracy on any other foundation is to build it on sand, is to invite disaster and ultimate failure. For fail it will in the course of time, and fall it must in the end when the rains of evil times and the winds of national misfortune shall descend and beat upon it, and great will be the fall of it.

But it is objected in certain quarters today, in the North as well as in the South, that ignorance ought to be eliminated from the American electorate, and in certain other quarters that poverty ought also to be elim-

inated, and that for the sake of the general good an educational and a property qualification should be prescribed as a condition to the exercise of the franchise. Such people believe, or they affect to believe, that the well-being of the South and of the Nation depends on a narrowing rather than on a broadening of the basis of the suffrage. For the sake of the argument therefore, let us concede the contention of these American reactionaries and examine the subject of the suffrage as it touches the Negro in his relations to an educational and a property basis.

The Negro has never asked the State for special privileges, for special rights, but only and always for equality of rights and opportunities with all other races regardless of his color and previous condition of servitude. So far as the colored people are concerned then, they do not object either to an educational or to a property qualification for the exercise of the right to vote, or to both for that matter. It is all the same to them provided such laws are honestly and impartially administered. Such a limitation of the suffrage, if accepted and administered in good faith by the whites of the South, would likewise be acquiesced in good faith by the blacks. For the basis is broad enough for all of the blacks to stand on with all of the whites of the South and to build their citizenship on, since it admits some of the blacks presently and all of the blacks potentially to a place in the Southern electorate. For as some of the race become able to meet the educational and property tests they would, or they ought to be, invested with the right to vote, and being so invested they would undoubtedly exercise that right to guard and advance the general interest of the whole race in State and Nation. Such possession of the right to vote and such exercise of it by some Negroes would operate to keep the door open for its future possession, for its future exercise by those who are not yet qualified but who are fitting themselves for that purpose.

If then some Negroes be allowed to vote because they are able to read and write other Negroes will be allowed to do the same whenever they learn to read and write also. Again, if some Negroes be invested with the right to vote because they possess property to a certain statutory value, other Negroes will have the same right whenever they in turn acquire property to an equal statutory amount. The voting of some Negroes under such circumstances lets in all Negroes under similar circumstances. Negroes as a race, as an industrial class of the South and of the Nation, are not injured either absolutely or ultimately by such a suffrage law, not even if the vast majority of them are not able to meet its requirements and so are deprived for the time being of the right to vote. For those who are thus disfranchised are not denied the ballot because of their race and color, but on other grounds. They are disfranchised because of their ignorance, because of their poverty, or both, which disqualification it is within their power to remove. Not so however with any disqualification founded on color or race. For such dis-

qualification it is not within their power to remove, it is not within the power of mortal man to remove. To disfranchise them then, on the ground of ignorance and poverty leaves open to them the door of hope, of opportunity, of progress. To disfranchise them on the other hand, on the ground of race and color is to close and lock upon them that door forever, is to deprive them of the most powerful of incentives for improvement, for the acquisition of intelligence, property and character itself.

But an educational and a property qualification in order to be effective in building up an intelligent, a thrifty electorate must be honestly and impartially administered. Those who administer such a law ought to be like Justice, color blind, race blind, class blind. They ought to hold the scales level over the whole people, over blacks and whites alike. They must therefore be made responsive to the whole people, to blacks and whites alike, and this responsiveness to the whole people, to the blacks and whites alike, of those who administer the law must be firmly and universally established, otherwise no good can possibly come of it, no good immediate or remote, but quite the contrary. If the blacks are denied the right to vote on account of something which they have not but which they may acquire by labor and thrift, like intelligence in place of ignorance and property in place of poverty no ultimate harm is done them as individuals or as a race, provided always other individuals, other races are denied the right to vote for the same reason, nor more nor less. But the case is not the same, is radically different, in fact, whenever they are disfranchised on account of something which it is not in their power, present or future, to change or control and which does not apply, like color and race for example, to other individuals and classes, then disfranchisement operates badly and is destructive of democracy and progress, as it tends to discourage ultimately all effort among them to improve their social and industrial condition, to advance along lines of education and thrift and self-respect.

On the other hand if the whites be invested with the right to vote under these circumstances, if they may exercise this right in spite of their ignorance and poverty, merely because of the possession of something which was not acquired by effort and which cannot be lost by neglect, like for instance their color and race, then their enfranchisement will operate badly since it takes from them as individuals and as a race all incentive to do or to get or to hold, all ambition to improve their social and industrial condition, to advance along lines of education, thrift and self-respect. For it makes them foolishly contented with the mere possession of a white skin, foolishly proud of the purity of their so-called Anglo-Saxon blood, foolishly neglectful of the acquisition of property and education. Under such circumstances poor "white trash" large numbers of them must become and poor "white trash" they must forever remain, because forsooth in the South the lowest, the most vicious and worthless white

people are rated in the social and political scales far above the highest, the wealthiest, the most intelligent and useful among the blacks. Under these circumstances and conditions, therefore, disfranchisement of the blacks and enfranchisement of the whites are injurious to both races, are degrading to the masses of both races, and are therefore destructive of democracy and progress. One of the evil consequences which must flow from such action, which has already flowed from it, in fact, is the practical limitation of the electorate to a numerically insignificant white minority, and the erection of a narrow and nonprogressive white oligarchy in every Southern State. This white oligarchy based primarily and presently on the ignorance and poverty of a disfranchised race will rest ultimately on the ignorance and poverty, on the social and industrial degradation of the vast majority of both races in those States. Did I say that this white oligarchy will ultimately rest on all of this resulting southern ignorance, poverty and degradation? Well, I need not have been quite so cautious in my statement in respect to the evil. For the thing I fear has already come to pass in the South. A white oligarchy, resting on the ignorance, the poverty and degradation of the masses of both races, rules every Southern State today. The Southern electorate in every one of those States is practically restricted in point of the number of actual voters to a relatively insignificant minority of white men. Oligarchies narrow and nonprogressive based on the widespread ignorance, poverty and degradation of both races today dominate completely every Southern State which has revised its constitution and adopted the white primary system.

This then is what the revised constitutions of the South, with their dishonest registration, grandfather, educational and property clauses, and white primaries are doing for that section. They are preparing for those States not better, brighter times but worse and darker days. In not a single instance do they in operation put a premium on property, intelligence and character in respect to either race but quite the reverse. For they make practically a dark skin the badge of unchangeable social and political inferiority and they were intended by their makers to do so, as they make a white skin the sign of unchangeable social and political superiority and they were intended by their makers to do so. Owing to this narrow racial spirit in which they were conceived and constructed and in which they are also administered, they constitute so many obstructions to progress and civilization in that section, so many menaces to the free growth and the full development of both races, black and white alike. Judged by their present effect on the blacks they are bad, and by their present effect on the whites they are not less bad. While the evil consequences, which are still further stored within them, will in the bitter years to come flow from them to the mortal hurt of both races, regardless of skins that are dark or of skins that are white. They are therefore unqualifiedly bad for both races, for the South and for the Nation at one

and the same time. For whatever is bad for a part of the people is bad for the whole people. The highest good of both races, of the South and of the Nation demands therefore in the new scheme of reconstruction the abrogation of all these unequal electoral laws and devices, or else their equal and impartial administration so that no man shall be hurt by them merely because he happens to be black, and no man shall be helped by them merely because he happens to be white. *Quod erat demonstrandum.*



The Why of R. O. T. C. Units in Educational Institutions

By M. T. Dean, Major, Infantry, U. S. A.

1. Much has been said in the public journals relative to military training as a national defense measure, looking to several phases of the co-ordination of man-power and the products of his efforts. Taking into consideration the vocational features to be introduced in connection with Universal Military Training, including as it will all the trades and professions calling for skilled mechanics and technical knowledge, we come to appreciate the fact that no young American should be opposed thereto, as in many millions of cases in the time to come it will mean an otherwise denied chance for even the rudiments of an education. The nation takes upon itself to educate along individual lines, and in accordance with the adaptability of the young men concerned, the youth of the country without expense to themselves and at a period of their lives when the least harm to their future good will be done.

2. In line with this scheme of Universal Military Training for the youth of the country is the Reserve Officers' Training Corps Units established at our several universities and colleges. Over 200 of the leading universities and colleges have established R. O. T. C. Units in accordance with regulations issued by War Department.

3. At present we have four sources of supply of commissioned officers, viz.: West Point; Enlisted Men, Regular Army; honor graduates of Distinguished Schools; and civilians. To these sources will be added the Reserve Officers' Training Corps Units for times of danger or emergency.

4. The very recent World War has shown that our armies of the future will be filled with Negro youth who will play an extremely important part therein. God grant that it may never come, but come it will, and when it does fall upon our land the Negro youth must be ready to take upon himself the full and responsible duties not alone of the enlisted

man in the several branches but must be ready to assume immediately the full duties and responsibilities of the commissioned officer.

5. May I at this time point out some of the essential benefits derived from the R. O. T. C. Training, viz.:

1. Discipline as a leader; of great value in any life work. It is the very first round in the ladder of accomplishment. It is the foundation without which, individuals, families, communities, corporation, schools, and nations, fail utterly. And growing out of discipline is,

2. Training in team work and method of securing organized action by a group. We have here the embryo stage of recognizing and following a leader, and several working together harmoniously and to the same end.

3. Systematized physical training that will make him fit to pursue his civil career as well as to perform his military duties. It is statistically stated that systematized physical training with a view to keeping the entire body, muscles and organs, uniformly lubricated increases the age limit by at least ten years. It unquestionably graduates the young man at the end of four years possessing a stronger and healthier body, than an absence thereof.

4. It prepares him for national service, thereby fulfilling his patriotic duty. If there were no other benefits to accrue this alone would in time of peace as well as in time of national danger, be an impetus to all citizens, as a part of our duty, our debt to the nation, and for the preservation of its institutions and the advancement of its civilization.

5. This training develops the essential attributes so requisite in men, viz., leadership, self-reliance, confidence, courtesy, initiative and a keen sense of duty.

6. It offers a scholarship of about \$142.00 a year during the last two years of the course.

7. It offers an opportunity to attend without expense summer camps, both beneficial and helpful in character. In this connection it brings young college men hailing from all walks of life on a common footing, there to exchange views on the question of the day—an annual forum of college men. It tends to make more universal that democratic spirit so much desired in a republican form of government.

8. It gives training for chosen duty when called to the service and special training of technical character of value in his professional career.

9. It offers an opportunity to qualify for a lieutenant's commission in the officers' reserve corps without interfering with the training for civilian life, and the assurance of service as an officer in a period of emergency. We are not 100 per cent nationals if we fail to enhance our value materially, physically, mentally and morally for our government as well as for our individual self.

6. The student is not alone in securing benefits. Let us see what the institution secures:

1. A close connection with the national government which will:

- a. Bring it in touch with national problems.
- b. Give it an opportunity for national service.
- c. Develop closer relations with other schools as part of a national enterprise.

2. An increase in its educational efficiency because of :

- a. The conscious effort at character building which the military training makes.

- b. The live subject-matter and concrete problems which will enrich its regular curriculum.

3. A sympathetic contact with the War Department that should be of mutual benefit.

4. Additional scholarship benefits for students.

5. Additional scientific as well as military equipment.

6. Additional instructors without additional expense to the institution.

7. Contact with the progressive, practical development of the technical and industrial activities of the Army.

8. Improved college spirit and loyalty. Each agency that brings together college men for a concrete purpose and common interest assists materially in linking them to the college.

As the student and the institution receive benefits so the Government shares largely in benefits, viz. :

1. A large group of well-trained reserve officers qualified as teachers and leaders for emergency service.

2. A practical application of science to warfare and a stimulation of scientific interest in things military.

3. Officers detailed as professors of military science and tactics must study to be able to instruct and will become familiar with new scientific developments and educational progress. Army instruction methods will be enriched by contact with the best educational agencies.

4. Affords training facilities capable of large development in case of national emergency.

5. A helpful effect upon the Department, by a more thorough knowledge among civilians of the functions and duties of the War Department, and a more general appreciation of the many excellent points in military training that will react favorably upon the Department.

6. Intimate knowledge of the educational resources of the country.

7. Opportunities to develop training methods.

8. May we now say a few words as to some of the values of military training?

Whether in peace or war, whether general or private soldier, whether teacher or student, that attribute, willingness to assume responsibility, looms up before us. It takes a good soldier, as well as a good civilian, to hold and to maintain his responsibilities upon occasion. We must at all times and under all circumstances play the game no matter how hard the conditions, and however contrary to our own inclinations or private

opinion. The soldier learns the necessity for this, not in a spirit of mechanical obedience but because he recognizes that organized effort is the result of unified control. He recognizes that the one placed over him for the time being is the legally constituted authority and that, too, this authority is liable to err, just as he is, but that to get results he must obey the orders given.

The strongest incentive or single motive probably which encourages the soldier to endure hardships and make sacrifices, is that thing we call esprit—personal pride, pride in his organization. This same incentive moves us in our school activities and all that pertains to our University.

And finally, in the last analysis, there is no institution within the nation which tends to cement man more closely to his country than a military organization.

It is to be hoped that the R. O. T. C. may serve our young men as a constant reminder of the fact that they have a country and that to their country, its history, its institutions, its laws, its ideals, they owe every opportunity which they enjoy.

9. To the student of Howard University, the greatest Negro Educational Institution in the Universe, there is a signal and a special function. Representing the highest distinctive university and college education, it represents the best and most progressive thought, the highest culture and education of twelve million people.

It follows then that this group of twelve million have cast their thoughts in our direction. They will gauge their actions, their futures by what is said and done at Howard. They see that we have a Unit of the R. O. T. C.

How are we receiving, supporting and advancing its tenets? As we hold in our grasp, at our disposal the key to the entrance of the future young Negro into the commissioned forces; as we now have the opportunity to impart military training, and they to receive, it is up to you to "play the game;" it is for you to be willing to "assume the responsibility," it is for you to have "pride" in your personal fitness, it is for you to increase the "morale" of the Unit, of the Institution, of the Racial Group, of the Nation.

Morale—that which makes us proud to belong not alone to the R. O. T. C. Unit but to Howard, that exponent of the highest type of Negro and which is evolving from the old, the new "group spirit" and "leaders."

10. In conclusion permit me to make this observation:

By developing the body through the systematic physical training exercises, by creating a willingness and an alertness to obey strictly the instructions given in detail as to the manner of executing a particular movement, by establishing concerted action in squad, platoon and company movements, instil in the student concentration of thought and coordination of action—physically as well as mentally. It gives to the student that personal power of control and discipline so essential in any vocation.

The wide variety of work recognized and accepted by the War Department as of intrinsic value for military purposes should leave on the mind of the student an indelible impression of the extent to which the modern Army is the Nation in arms. Commerce, industry, agriculture and all the professions have each their contribution to make to the military organization.

It follows then that no matter into what vocation we may enter we must ever keep before us the fact that whatever success we attain, in whatever vocation we endeavor to advance, our fitness for national service must be paramount. Only thus shall we help to advance civilization.



Music Appreciation

*By Roy W. Tibbs, Professor of Piano and Organ
in Howard University.*

THE great need of education in the art of listening to music can hardly be questioned by any one who studies the matter closely. Not only does ignorance in music exist among the masses but among a large number of persons who are otherwise educated. A large number of this class must be included among those who are outside the kingdom of music. Indeed, a high degree of intelligence in other departments of art is no guarantee of musical understanding. Music suffers from the common use of it by intelligent people for amusement rather than as something demanding serious mental application as its right.

Not any one of us can feel at ease among cultured society who has not some small knowledge of the great poets, painters or sculptors of the world. An absolute lack of knowledge of the great music masters and musical literature is often the ground for complacency.

The impression received by a vast number of people who attend regularly artist recitals, concerts, opera and the like is hardly more than that of a succession of perfumes; something very vague and very far off. When the concert halls and theatres are left, such persons give no scientific study to the principles of musical art. To one who is a real lover of music the first business is to sharpen his faculties of perception. His eye and ear must be trained quickly to discriminate. The untrained musical mind is most sensitive to the physical sensation and associative suggestion; it fails to observe form, design or beauty of workmanship.

To appreciate musical art the ear and the eye reinforced by the power of coordination must undergo strict discipline in order that simple sensations may group themselves into images which are the media or garments of thought.

Appreciation of music is not passive like simple sensation; it is the

result of effort and judicious training. The really serious amateur, who in the listening to music, feels a vague stirring of something desires more of the critic's discriminating power. He has heard that music is not only an art of expression but an art of form.

The amateur is beginning to see and understand his needs. There is not desire within himself ever to become a great pianist or singer, and if there were such a desire there would not be the time for the necessary preparatory work. Neither would there be time for courses in harmony, counterpoint, composition, etc. But he wishes to train his ear and powers of judgment so as to know what to listen for, to understand in what the factors of good music consist, to hear what musicians hear when attending musical performances and to know what is meant when musical persons are talking about bringing Brahms, Beethoven, Chopin, Schumann into the category of his acquaintances, viz., Shakespeare, Browning, Tennyson, Longfellow and other writers. In other words, he should take music along with his knowledge of literature, sculpture, painting and things of beauty as a greater means of enriching his inner life.

To the ambitious music lover it is, then, necessary to learn something of the secrets of musical construction, so that his hearing may take on that quality of definiteness which is the basis of true musical appreciation. The primary lessons in this noble art of musical appreciation must, therefore, deal with matters of form and construction. Persons seriously interested will soon learn to adjust their minds so that the beauties of detail will reach them as well as the glory of the whole.



Ethics and Advertising

By R. E. Carey.

There is a tradition that doctors and lawyers do not advertise, that they are prevented by the ethics of their respective professions from announcing their merits; but that really is a bit of polite fiction. Doctors and lawyers do seek publicity. When a lawyer makes the announcement that he is an "attorney and counsellor at law" he gives notice to the public of his profession and ability to serve; and when a doctor puts up a sign upon which it is specified that he devotes himself to surgery, to treatment of the nose, eyes, ears, or throat, or to any other particular branch of medical or surgical practice he announces his skill no less frankly, if less effectively, than if he were paying for space in a newspaper or a magazine.

Lawyers like to be identified with cases to which special attention is devoted in the press. It does not always happen that such cases are extraordinarily profitable by reason of the fees that may be collected, but the distinction that is derived from them is highly desirable. Doctors,

too, are eager to be "called" in cases that attract world-wide attention, even if there is not immediate prospect of large financial returns. The doctor who can attach his name to the bulletins that are issued when a prominent man like President Wilson is dangerously ill may well afford to care little whether he gets a large fee for his time and services or not. The public attention that he attracts is sure to be worth much more to him than any direct cash payment that he may expect.

Such signal achievement is as true of almost all other advertising, it is profitable not only to the advertiser or the one who is advertised, but it is likely to be of value to the public. Suppose that the surgical skill of the Mayo Brothers of Minnesota had never been brought to the knowledge of the world, or that by reason of the ethics of their profession none of their extraordinary achievements in the science of surgery had been made known to the public, would not such a concealment of their abilities been a national misfortune?

The doctor, lawyer, dentist or any other professional man who says that he does not believe in advertising is, consciously or unconsciously, unburdening himself of a bit of sophistry in which there is neither profit nor honor. Every man who is successful or fully intends to be successful wants to be advertised. If Theodore Roosevelt or Woodrow Wilson had not been widely known, neither would have been elected president of the United States, and if Mr. Hoover's peculiar abilities had not been recognized, we may be sure that he would not have been appointed to manage the food problem in this country during the World War.

It is not to be denied that there are limits beyond which a man may not go without offending good taste in advertising himself or his product, but that does not affect the principle to which attention is being directed. If a man has qualifications that fit him in a peculiar way for public service, such qualifications ought to be known, so that his usefulness may be developed, and so it is with any meritorious product or commodity. To deprive the public of the benefits of such things, by letting them remain unknown, is morally and economically unjust.

Anything that is of value should be advertised. The only thing that should not be advertised is something that is valueless or discreditable.

The fact that advertising is used for the purpose of teaching people how to improve their ways of living; how to develop memory; how to gain success in honorable and respectable ways; how to avoid mistakes; how to build up their energies, and to get the best out of life, should be proof enough to convince the oldest of the old fogies of the fallacy of their argument that "publicity is an unnecessary expense." It is expensive not to advertise that which is good—expensive to the public, if it is not expensive to the individual who should be making known the value of his product or the superiority of his skill and talent.

The oyster never takes the initiative in disclosing its pearl; but why be an oyster?

Does the Program of the Colored Teacher in the Small Community Need Revising?

By Howard H. Long, Dean of Paine College, Augusta, Ga.

A CASUAL acquaintance with the numerous and diverse duties of the colored teacher in the small community, impresses one with the utter impracticability of the program. The teacher's capacity to do, may, for practical purposes, be envisaged as a constant whose effectiveness varies regularly and inversely with the number of the points of attack. Up to a certain number of tasks, she is efficient; when the number goes beyond, she is in the same degree inefficient. This, however, is not the whole story. Efficiency also varies with the diversity of the activities; *i. e.*, their unlikeness. Obviously one can do efficiently a greater number of things which involve the same interest and mental and physical elements than one can, if the activities require new interests and changes in the motor and mental "sets." We may agree then upon two rather fundamental principles: 1st. If the teacher has too many things to do, she cannot be efficient. 2nd. If the optional number of tasks be so diverse as to require different interests and "sets," she cannot be efficient. With these principles in mind, we may examine the average program in question.

A teacher in one of these small communities must walk to and from school, a distance varying from a few hundred yards to a mile or more; she must teach from thirty to fifty children in at least three or four grades and very often in six or seven; when any one of them is absent, she must visit the parents or guardians and determine the reason for the absence; if the child is regularly sent from home, then it is her business to locate and raid the rendezvous of truancy; she must hold patrons' meetings during certain specified evenings; besides her work in the old conventional program, she must teach domestic art and domestic science for which either little or no money is available and, consequently, she must either spend a part of her own salary or solicit through the children or by a house to house campaign, often by both, the money to defray the expenses; she must preach thrift and sanitation to the community; she is called upon to be active in the church work and Sunday school; her salary is so meager that she must, in many cases, do her own laundry work; she is expected to lengthen her school term by soliciting funds from the community and organizing "entertainments" and "suppers" and, of course, she must keep the "good will" of the community folks—a modest program for an Angel.

A teacher under such conditions thus undertakes a heterogeneous lot of tasks that cannot be subsumed under any one head. They lie in the

domain of the truant officer, the sanitary inspector, the familiar group, "social workers," the agricultural demonstrator, the religious exhorter, and the tax collector.

The writer's attention to this problem has led him to suspect that these extra classroom activities are often more emphasized than the regular schoolroom work. And even the work in the classroom finds a disproportional emphasis laid upon the so-called practical subjects, domestic art, domestic science, shop work, and agriculture. Usually the school is not prepared to teach any one of these with any marked degree of success and much of the teacher's time is used in improvising makeshifts which do not meet the situation. The exhibitions from these departments usually represent a spending of part of the teacher's earnings or her prowess in securing contributions from her patrons. The products, however, are tangible and may easily count towards the teacher's promotion. They imply patrons' meetings and, hence, community work (the correctness of the implication is not to the point here). These so-called practical subjects are felt to meet the needs of the community, hence, the emphasis that is placed upon them. Moreover, everybody scorns the old conventional program which is centered about the three R's. Of course there are the excuses that the classroom products are not easily measured with a fair degree of accuracy, that the conventional program has in the past been over-emphasized, and that the present emphasis on the other phases is an attempt to equalize the efforts of the teacher. Still after all allowances are made, one who has attended these teachers' meetings and talked freely with them, can hardly escape the feeling that much of the program and emphasis is wrong and must inevitably lead to poor, if not bad, results.

It is only human that teachers will emphasize what will honorably get them a promotion. They are not philosophers, their views are consulted only infrequently, if at all; their instructions are specific; and, only too often, their lack of training renders their efforts mechanical. To participate intelligently in an activity one must both understand and sympathize with it; otherwise one is a cog or a lever. What must she do to survive? If jars of fruit can be more easily counted and are more highly valued than conventional classroom products, naturally the bulk of the attention goes to canning.

Aside from the question of emphasis, can the program be carried out efficiently? Applying the principles set forth in the first paragraph, obviously, no. No other worker is asked to do so much, and all other workers, so far as the writer knows, have more room for initiative. In the second place, an interest sufficiently general to cover all of these details must be too weak to function well in any one, to say nothing of special knowledge required. Such an interest reminds one of a certain class of sentimentalists who suffer from a break between thought and action and, therefore, seem to dissipate their emotions and impressions through the

vocal organs and tears, at least they only sympathize and resolve. They see things vaguely in the bulk and are rather overwhelmed than inspired to act. Analysis and envisagement of parts might have the opposite effect.

In one sense the program may be resolved into a division of effort devoted to adults on the one hand and to the children on the other. How should the time be divided between the two groups? This question strikes at the heart of one of the difficulties. The writer contends that only time in excess of that required for the instruction and care of the children should be given to adults. The child has the first claim upon the teacher and whatever dislocates this normal functioning is out of place and may be detrimental. It may be argued that the community work is in the interest of the child as well as the adults and that therefore this work falls within the scope of the teacher's duty. There is a semblance of forceful truth in the statement. No clearly marked separation of the interests of the groups is possible. Their more distinct interests shade imperceptibly into each other. But by a not very dissimilar sort of reasoning we may arrive at the conclusion that because the soldiers fought for the community in the World War and, therefore, for the children, they should be considered grade teachers. The line must be drawn somewhere and our criterion must be one of emphasis. Whereas it is not so easy to set forth in words the delimitations, in actual practice the difficulty ought not be nearly so great.

This position has much to recommend it. (a) Common experience in instructing or advising the illiterate adults proves their inertia. The old naturally lose their nervous plasticity. The illiterate young very early suffer arrest of development. In either case the adult does not profit from instruction as do children. The former must unlearn in order to learn. There is then a disproportionately greater yield of results from effort upon children than from that spent upon illiterate adults. (b) Any good effect according to the community through teaching, generally speaking, remains longer in the case of the child than in that of the adult because the former, in the nature of things, will live the longer. (c) Too great neglect of children for adults will bring a future with a literacy status not unlike the one we now face, whereas careful training of children certainly guarantees the future, since death happily removes those who are, from senility, incapable of progress. (d) Finally, we may yet learn, when investigation has advanced far enough, that the best way to get many lessons to adults is to teach and to train the children. Too little attention has been paid to the influence of children upon the old people at home. Frequently adult illiterates whose children have attended school may be heard using "are" and "came" and, even though they are used in the wrong construction, may they not be an indication of a sort of receptive attitude toward the children which outsiders cannot hope to create? The very thing disdained and scorned from a "high brow" has by dint of example from the children become a telling lesson

with the old folk. The social reflex from children's training upon old people offers an enticing approach in teaching the community hygiene, manners, thrift and aesthetics. This influence is not strange. Human beings learn more readily from example than from abstract instruction. Instruction in language symbols is impossible among animals, it is not very effective among children and illiterate adults and even higher intelligence breaks down from sheer attenuation, if it cannot at intervals touch the experiential. Children and illiterates understand action when they are unmoved by words.

It may be replied that both undertakings can be carried on at the same time. But experience does not bear out this view. The grade school simply is not accomplishing its task. In the early grades the program is very largely prescribed by hygiene. The problem is to make and keep the children healthy, to protect them from harm. In many small-community schools everything seems to contradict this purpose. Seating, lighting, ventilation, absence of playgrounds, crowded schoolroom, either perfunctory or absence of medical inspection all testify to the monumental neglect. The teacher is usually uninstructed in the use of tests that might enable her to detect eye, ear, nose and throat, and mental defects. These are left to nature, but frequently she can tell you a good deal about bacteria that destroy fruits, selection of seed corn, and may even be able to detect the San Jose scale or hog cholera.

Those of us who meet in our classrooms the children from these schools have ever before us living examples of faulty work somewhere below. Wretched spelling, meager knowledge of grammar, of the use of capitals and of punctuation, ignorance of letter forms, pauperistic vocabularies, defective pronunciation, inability to read expressively, and lack of facility to grasp meaning from the printed page are items which constantly stare us in the face. Constantly we find pupils entering the high school whose spelling is below the normal for the sixth grade, and this is but an outstanding example of slightly milder defects in other branches.

A part of the trouble rests with the ultra theorizer in education—the arm-chair variety—who sees educational value in anything that is useful, immediate need in the community. He is constantly saying, "It is not what you teach, but how you teach it." Unsupervised sweeping of the schoolroom, bringing fuel from a long distance and water from a distant, unhygienic spring are all highly educative because the community is unwilling to pay some one to do these things. These tasks are "practical" but in the end may prove to be most impractical if more fundamental things are neglected. Of course such a view is ancient. It utterly ignores instrumental values and subscribes to the doctrine of "spread of training." To educate a child nowadays only for life in a local community is similar to starting around the world with an intrastate railroad ticket. No one knows where he may live. A fundamental,

basic training is required which will make one an adjustable creature wherever one goes. And it is well to be reminded that for adjustability of the individual the world has discovered no more valuable instruments that can and should be imparted in the grades than the three R's, oral speech, manners, and habits of health; and, further, that the more recent and growing importance attached to vocational work has never intended to lessen the importance of thorough work in the conventional branches. The difference is very largely a matter of method.

Hygienic care and instruction in hygiene are more important for Negro children because of the cultural and economic level of their homes than any other large group in this country. Care of the teeth, eyes, ears, nose and throat and ventilation little concerned their parents. They thrived under an open-air regime in a cabin with a fireplace. With the replacing of the cabin by the framed house with its heater, and the migration of the Negro to urban communities, we may well believe these children are confronted with acute problems of which their fathers know nothing. At any rate we cannot hope that these children may get instruction in hygiene from their parents.

It may seem that my quarrel is with "teacher training." Yes, it is that too. But the difficulty is deeper. The program imposed upon teachers will, in the main, prescribe the training given them.

The writer proposes that the program needs serious revision which will—

1. Recognize that the school child is the center of the school and that his welfare at least equals that of the adults of the community.
2. Provide that extra classroom activities shall not encroach upon the time and energy of the teacher which belong to the child.
3. Recognize that short-sighted "economy" is not economy at all; that material gain which sacrifices moral, mental and physical development of the child is vicious in the extreme.
4. Make thorough grounding in the hygiene of the school child and the practice of the same imperative for the teacher.
5. Use every means to impress teachers with the sacredness of conserving human life and health.
6. Employ educational measurements to determine schoolroom products and make these products a basis of promotion for the teacher.
7. Give more emphasis to moral and social training through games, songs and other school activities.
8. Provide industrial courses suited to the proper development of the child, courses which involve instruction in theoretical backgrounds which alone can be depended upon to educate, in contradistinction to merely following specific instruction which simply train. There will be a distinction when between a course in domestic science and facility in handling a cook book.

9. Discourage the warping of industrial courses, when they do not coincide directly and immediately with local needs, by a mad chase after the so-called practical which short-circuits the educational process.

10. Require the use of tests to detect mental and physical defects and provide vocational guidance.



View South from Main Hall

Howard Alumni You Ought to Know

"The Fighting Son of Howard"

NEVAL H. THOMAS was born of slave parents in Springfield, Ohio, January 6, 1874. He went through the public schools of his native city, and by his own endeavor put himself through Howard University where he graduated with honor in 1901. While a student at Howard University, Mr. Thomas served on the staff of the University Record, and won a \$10.00 prize oration on graduation from the Academy. He took a



Neval H. Thomas

leading part in public debates and other student activities. Upon graduation he was appointed teacher of History in the Dunbar High School, in which capacity he has served continuously up to the present time. Mr. Thomas has trav-

eled extensively in Europe and in the Orient with the purpose of adding to his professional equipment as a teacher of History. He has been very active in movements for the moral and social betterment of the people, to which he has given his time and talents without remuneration.

Mr. Thomas has been courageously active in promoting the welfare of the colored schools of the District of Columbia. It was chiefly due to his effort that an item of \$99,000.00 was secured for recreational space for the Dunbar High School. He has had the temerity to withstand the Superintendent of Schools, the Board of Education, and District Commissioners in bringing such questions directly to the attention of Congress. Mr. Thomas has recently secured a significant victory by demanding that the Supreme Court of the District of Columbia remove racial restrictions in the restaurant and other accommodations in the Federal Building which the Court controls.

Mr. Thomas is a member of the N. A. A. C. P., and has been elected to the National Board. He is always on the firing line for the welfare of the race, and does not calculate the effect which his advocacy of human rights will have on his own personal welfare. He stands for the absolute equality in all things of the Negro race, "with no reserve and no delay."

Neval H. Thomas may be styled the fighting son of Howard.

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Alumni Notes

'92. A great honor has come to the University through the appointment of W. Justin Carter, *Law*, as Secretary to E. E. Beidleman, Lieutenant Governor of Pennsylvania. Mr. Carter has for many years stood out as one of Howard's most distinguished, as well as most loyal, alumni. He has been present for many years at every event of importance at the University and is always available with his advice, his inspiration and his influence. As the best guarantee of his loyalty his two sons are now students at the University. Mr. Carter has for many years been among the leading Republicans of Dauphin County, has taken part as speaker in campaigns and is well and favorably known in political circles of the great Keystone state.

'97. HENRY C. BINFORD was born at Huntsville, Ala., Feb. 28, 1874. His early education was received in the public schools of Huntsville and at the A. and M. College which was then located in the same place. In the fall of 1890 he entered the Academy of Howard University where he remained for seven years, pursuing preparatory and collegiate courses, and was graduated from the College in 1897, with the degree A. B.

He began his teaching career at Wathena, Kansas, in the Fall of 1897. In 1898 he became principal of the public high school in his home town. He held this position until 1918, except the three years from 1905 to 1908 which he spent as teacher in the Colored High School, Baltimore, Md. His return to Alabama to his former charge was decided upon at the urgent request and solicitation of the colored and white citizens of Huntsville.

He resigned his position as principal of the High School in 1918 to become director of the Lincoln Reserve Insurance Co., in which capacity he served until his death, Oct. 29, 1919.

Mr. Binford was a prominent figure in Masonic and religious affairs of his

state, being elected to perform many services of trust in both fields. He was associated with practically every movement in the state which looked toward the social and spiritual development of the people.

He is survived by his wife, Mrs. Mary Wood Binford (Howard, 1897), and five children, three boys and two girls. The oldest boy, Claxton, is now a sophomore at Howard.

The following notes were supplied by Dr. Robert L. Jones, 1900, of Charleston, West Virginia:

'92. G. W. Holley, *Medical*, is one of the oldest colored physicians of the state and a prosperous citizen of Hinton, West Virginia.

'98. M. T. Sinclair, *Medical*, is Resident School Physician at the West Virginia Collegiate Institute, Institute, W. Va.

'99. C. C. Barnett, *Medical*, is owner and Superintendent of a well equipped Hospital in Huntington, West Virginia, supported by the State and the C. & O. Railroad.

'02. B. A. Crichlow, *Medical*, is Superintendent of the State Colored Tuberculosis Sanitarium at Denmar, West Virginia.

'10. E. J. Graham, Jr., *Law*, has a responsible clerkship in the State Auditor's Office.

'16. C. E. Yancey, *Dental*, formerly Dental Surgeon at the Government Base Hospital, Explosive Plant, Nitro, West Virginia, is now practicing in Charleston, W. Va.

Of the six colored members elected to the House of Delegates of the State of West Virginia, four have been the product of Howard University Law School—J. M. Ellis '98, E. H. Harper, '99, T. G. Nutter '00, and H. J. Capehart '13.

'10. On December 23, 1919, the United States Patent Office granted to Miss Alice H. Parker, '10, a patent for a new

heating device comprising various novel features of construction and arrangement which, it is hoped, will distribute heat to various parts of a building with the greatest efficiency and eliminate the labor connected with the operation of the usual heating plant using coal for fuel. The new furnace consists of numerous hot air ducts heated by gas and containing pilot flames. The control is connected by pull-chains operated at a point remote from the furnace. With this system of control, any room or set of rooms can be heated independently of the rest of the building. When the thermostat is made part of the equipment the furnace will take care of itself from the time it is set in operation in the fall until warm weather.

'16. Mr. George E. Hall, who graduated from the College of Arts and Sciences in 1916, and who is now completing his work in the study of Law, has recently been brought to the fore by having been appointed Probation Offi-

cer in the Juvenile Court of the District of Columbia. He is the first colored man to hold such an office in Washington, D. C., and he merits such success by a long established reputation as a faithful and energetic worker.

Chief among his duties in this office is that of standing between the delinquent boys and the Reform School, a duty which requires unusual ability in exerting beneficent influences over those whom the Court entrusts solely to his guidance. Already he has won the esteem and confidence of the Court and the citizens of the District.

You Can Get What You Want
and
You Will Want What You Get
at
Dyett and McGhee's
Luncheonette
Run by Students for the benefit of
Students.

University Notes

Head of Howard University says institution does not sympathize with Soviet or Bolshevik movements—Its Record of Proved Loyalty—Says pamphlet should be suppressed by the Government

DR. J. STANLEY DURKEE, President of Howard University, in replying to the statement made by Senator Smoot of Utah in the United States Senate Thursday, January 8, calling attention to the pamphlet by Albert Rhys Williams, states:

"The pamphlet in question was donated to the Library of Howard University about a year ago. Hundreds of

books and periodicals are thus donated and accepted each year, and in this case the pamphlet itself was not catalogued until eight or nine months ago. Since the cataloguing of the pamphlet, it has been called for twice, which is proof positive that no particular attention has been paid to it by students or teachers. A letter from the Librarian of the University in reference to this whole matter may be of interest:

Howard University,
Washington, D. C.,
January 9, 1920.

President J. Stanley Durkee,
Howard University,
Washington, D. C.

Dear Sir:—In response to your request of this date I have the honor of making the following statement of facts

concerning the presence in this library of the pamphlet *Bolsheviks and Soviets* and its use by the students and faculty.

Two copies of this pamphlet were presented to us by one of our students about a year ago. When first presented, and before it was properly catalogued, it was probably read by several students, for there was at that time a great deal of interest in and curiosity about the new Russian government, and a very great disagreement as to the bare facts about it. The pamphlet was formally catalogued about eight or nine months ago, and since that time, according to the charging cards, only two students have asked for it, one on October 27, 1919, and one on December 30, 1919. As all use of a book in the building, as well as use of it at home, is recorded on these cards, it would seem to be conclusively proved that this pamphlet has been asked for but twice.

It is, or was, I know, in the United States Library of Congress, for the cards on which it is recorded in our card catalogue were printed and distributed by the Library of Congress.

Very respectfully yours,

(Signed) E. C. WILLIAMS,
Librarian.

"Howard University is the one outstanding National University of the Negro people of America. It trains a larger number of Negro college and professional students than any other institution of learning in the world. It is located at the head of the black belt and sends into the heart of the black belt of the South a larger number of graduates than any other institution. These graduates are all hard at work, promoting good citizenship and seeking to raise the whole level of life among the Negro people.

"During the recent war the University rendered service to our Government of the highest and most patriotic character. It had more graduates to receive commissions and serve as officers with colored military units than any other institution in America for the training of Negro youth. The complete fa-

cilities of the University were placed at the disposal of the Government. National Army Training Detachments, Students' Army Training Corps, and Reserve Officers' Training Corps units were trained at the University. The Student Army Instruction Camp for seventy colored institutions of learning was also conducted here. In all, 1,786 men were trained for war work.

"With such a record of proved loyalty, it is most unfortunate that statements should be made calculated to convey the thought and idea that the University sympathizes directly or indirectly with Soviet or Bolshevik movements. Neither thru classroom teaching nor otherwise has the University expressed any sympathy with movements seeking the overthrow of established order. On the contrary, the University has unhesitatingly stood in positive fashion for law and order and against movements designed to interfere with the orderly functioning of the great departments of the Government.

"To day is the first time I have seen or read the pamphlet. I heartily agree that such false statements should not have circulation. The pamphlet should be suppressed by the Government. I am surprised to learn that it has not been suppressed. I have instantly withdrawn these copies from our Library."

"Societe Francaise" Receives in Honor of French Ambassador

THE "Societe Francaise" of Howard University gave a "Soiree de Gala" Friday evening, December 19, in honor of His Excellency M. L'Ambassadeur Jusserand. The reception was held in Carnegie Library on the University Campus. The occasion was one of particular importance. However, at the last moment, the Ambassador himself found it impossible to attend on account of diplomatic duties, but the Honorable Monsieur M. Henri was present to represent His Excellency and the French Embassy.

The reception was honored by the presence of M. Moravia, Minister from Haiti; the Minister from Uruguay, and a representative of the Ecuador Legation; the Minister of Nicaragua; the Counsellor of the Belgium Legation; the Minister of Brazil; and the Minister of Roumania. In the absence of the president of the University, Ex-Chief Justice Stanton J. Peele, president of the Board of Trustees of Howard University, addressed words of welcome to the gentlemen from foreign countries, emphasizing the fact that the doors of Howard University are open to students from any land.

M. Henri in greeting the society expressed the great gratitude of France for the part that the American Negro played in the World War. He stated that Ambassador Jusserand personally observed American Negro soldiers in actual combat in the St. Mihiel sector, and that he had indicated unfeigned admiration and commendation for the splendid fighting qualities of these men. In a brief speech in the French tongue, the Minister of Uruguay lauded the work which the University is doing, and expressed high hopes for its prosperity. Mr. Moravia spoke of the common ties which bind the Haitien Republic and the colored Americans and of his endorsement of the efforts of the "*Societe Francaise*" to promote the knowledge and usefulness of the French language. Professor P. Lochard, head of the department of French of the University, who is primarily responsible for the staging of the "gala" occasion, greeted the guests in French on behalf of the society, while Dean Kelly Miller conveyed the respects of the student body. Dr. Emmett J. Scott, Secretary-Treasurer, served as master of ceremonies, introducing the several speakers with appropriate remarks.

Then, in tone of sweet harmony, was heard the melody of that wonderful National anthem, "*La Marseillaise*," that evokes sentiments of respect and duty in reminding us at the same time of the true spirit of fraternity manifested

by the Republic of France in the recent and unforgettable international struggle.

Never before in its history has the University been honored by such a large gathering of eminent diplomats. Howard is proud of the fact that she is the first University to be visited by so many important figures at one time. This gathering was made possible through the influence of Monsieur Lochard, who is well received in diplomatic circles.

The Eighth International Student Volunteer Convention

To the many students who attended the Student Volunteer Convention in Des Moines, Ia., Dec. 31, to Jan. 4, there came a newer, broader vision of the need of Christianity for all peoples of all countries.

The following represented Howard University at the Convention:

Misses Grace Randolph and Inabel Burns, Mr. M. T. Gibbs and Mr. John M. Myles, of the Academic Schools and Colleges.

Mr. Geo. E. Hall, of the School of Law.

Mr. Wm. M. Gibson and Mr. Felix Green, of the School of Religion.

Mr. Wm. H. Foster, of the School of Medicine.

Mr. J. G. Logan, Secretary of the University Y. M. C. A.

The Student Volunteer Movement originated in 1886. It was during the summer of that year that the first international conference of 250 Christian college students was held at Mount Hermon, Mass. However, it was two years later, 1888, when some fifty volunteers, attending a student conference, organized under the laws of the State of New York, taking the name of the Student Volunteer Movement for Foreign Missions. One can readily see to what proportions this organization has grown, when present records show that participants in the movement include nearly 1,000 institutions in the United States

and Canada. Another proof of its growth is shown by the 5,399 *student* delegates present at the recent session in Des Moines.

This Volunteer Movement is in no sense a Missionary board; it is simply a recruiting agency, fostered by unselfish Christians who are trying to enlighten those who still grope in darkness. To this end leaders of the movement awaken and stimulate an intelligent and active interest in foreign missions.

The Exhibit conducted at the same time as the Convention was a great educational feature. This exhibit, held for the benefit of the delegates who were attending the Convention, gave an impression of the necessity for Student Volunteers in Mission Work in foreign fields and showed, too, what the students of the world have accomplished in the past in this line of work. This display pictured the actual conditions that exist in some of the foreign countries of the world.

China is the largest Republic in the world. For every American in the world there are four Chinese. Only one out of every 100 girls of school age in China is in school. The need for workers in China is imperative. One speaker said of China, "Who understands that mighty empire socially, politically and religiously, has the key to the world politics for the next five centuries." In Africa there are eighty million pagans, forty million Mohammedans and ten million Christians. In Africa, for every convert that the Christian missionary is making from Mohammedanism, Mohammedanism is able to gather in ten from Paganism. The average parish of every Protestant Foreign Missionary has 50,000 people. The average parish of every Protestant Minister in the U. S. A. and Canada has 507 people.

Again, the exhibit showed the efforts that have been put forth by the Churches of the world and by the Colleges and Universities. The good also that has been brought about by those who have gone into the field, was pictured. It is manifest that if the "evan-

gelization of the world in this generation" shall come to pass, there must be more workers in the mission field; and more students trained who shall be willing to go ahead and if need be give up their lives for humanity.

Through an arrangement with the Executive Committee of the Student Volunteer Movement we were able to have a portion of the exhibit at Howard University. Thirty posters on "Christianity and World Reconstruction" were displayed for three days in the office of the Dean of Men.

For those who remain at home, the task is doubly great—to support those who are chosen for the foreign field and to Christianize the world at home. It is the part of Christian students to prepare to make dominant a real Christianity in our industrial, political and social life at home which will insure Christian leaders and forces for future generations. It is fitting, before we conclude, to mention the great need for doctors and nurses, that was so forcibly presented at the last session of the Student Volunteer Convention. It is only in the last fifteen years that medicine has played such an important part in the evangelization of the world. The doctor, thru medical missions, schools and hospitals, has done his greatest work in China and India. China, most especially, has been benefited, for it was there that the greatest number of missionaries were sent. But today there are seven physicians in the city of New York to every medical missionary in the whole non-Christian world. Very recently the Rockefeller Foundation has given between fifteen and twenty million dollars for medical work in China. It is proof of the goodness of God that He has given such great success to laborers in that field. One of the quickest ways of aiding in making the peoples of the foreign lands take their place in the evangelization of the world is to make them healthy.

Finally, to sum up the impressions left by attendance at this great Convention, the world today needs the

Christian religion to solve its problems; the duty of men and women of Christian lands is to carry the religion of Jesus Christ, not the work of Exploitation, to all the nations of the world; the true doctrine of Christian brotherhood and not that of race prejudice and superiority. Then, those who do not go, must practice Christianity, that they may inspire faith in the teachings of those who go. Last, the greatest call is to college men and women of Christian lands. The call is simply that each one render his due share in service for humanity

INABEL F. BURNS, '20.

Dramatic Club Offers Prize

THE dramatic club of the University, in keeping with the slogan of the "Greater Howard," is making rapid strides forward. The club is offering a prize of \$25.00 to the student who writes the best One Act play. Keen interest has been aroused in the contest, which bids fair to be one of the most popular contests on the "Hill."

The members of the club saw the need, not only for the development of dramatic talent, but also for the development of student playwrights. In previous years the students have merely been producing plays written by others. In other words, they have not been making any contributions to the development of the drama. So, it is generally thought that the club should come to the place where they could produce their own plays. Then there would be not only an opportunity for the students to display their dramatic talent by acting, but also their ability as playwrights. This is a decided step forward in the work of the dramatic club, and it gives the club an opportunity to display its worth and value to the students as well as to the University. It is hoped that this contest will be an incentive to the students to take more interest in dramatics and the writing of plays, and, in a few years, the University may see fit to establish a department of dramatics.

Plans are already on foot for the producing of the annual play, which, it is hoped, will prove to be the greatest success of any since the establishment of the club. The club is overflowing with promising young dramatists, including Maxey Jackson, who starred a few years ago in the play, "Disraeli."

Athletics

THE National Collegiate Athletic Association held its 14th Annual Convention at Hotel Astor, New York City, Dec. 30, 1919.

There were in attendance more than 300 delegates from 174 colleges, representing every section of the country, and a student body of more than 300,000.

The importance which the colleges attach to this organization is shown by the fact that they sent as delegates not only their directors of physical education but in many cases their presidents, deans or leading professors.

The slogan of the convention was physical efficiency for every man and woman in college and the delegates were unanimous in their plea that every form of athletic sport should be maintained as a part of the purposeful work in physical education. The Secretary of War, Hon. Newton D. Baker, and others paid a high tribute to the stalwart men who had been prepared for the army through their participation in college athletics and affirmed that men so prepared would be equally fitted for civil life; but it was shown that college athletics under the Old Order reached a very small proportion of the students and for that reason had lost much in value. The N. C. A. A. recommends that the colleges so readjust their work in physical education that they will offer every man opportunity for proper physical development, will place higher educational values upon athletic activities and instill better ideals of sport.

Playing games away from home grounds, short time professional coaches,

pre-season coaching and practice, training table and scouting all came under the convention's ban.

Professor T. W. Turner attended the

Convention as Howard's delegate; Director Robinson was prevented from going at the last moment because of death in his family.

Undergraduate Life

Campus Notes

WE all hate to get up in the morning now. Most of us have left the farm so long ago that rising at six o'clock on an icy winter's morning has become an unaccustomed luxury which we would be well satisfied to dispense with, particularly since we must be initiated into the habit in January. B-r-r-r.

Unhappy he, who cannot be supplied with change to go to Dyett's—in the awful gap of nearly six hours between breakfast, if he is so fortunate as to arise in time for that meal, and lunch.

Some one has remarked that we have one midday and two evening meals—since it's night when we have breakfast.

It has been prophesied that there will be a considerable depreciation in the attendance of prayers in Miner Hall if the present revolutionary forces continue to work.

The girls of Miner Hall gave a Leap Year party in Spaulding Hall, January 1, 1920. The young gentlemen—for the evening—of Miner Hall called at Clark Hall for their "young ladies," escorted them to the dance, asked for the dances and would have escorted them home if some of the "young gentlemen" had not proved timorous and murmured something about being afraid to go home in the dark. Thereupon the situation was reversed to its natural order. Everyone present admitted that it was a most successful party, and, as Leap Year parties go, positively the best ever.

Rumor runs that several of the young men present at the Leap Year party at-

tempted to elicit proposals from their hostesses. So much so that a court sat on a case in Clark Hall, and judged the offender guilty of having wilfully seduced a young lady's heart, and of having attempted to elicit a proposal of love from her. The defendant was found guilty, but on account of ameliorating circumstances the case was dismissed, after a solemn warning to Mr. C.

No resident of Miner Hall can, at present, endure "shrimp." The occupants of Room 9, Junior Hall, can explain this better than anyone else.

Miner Hall and the library are very quiet nights during study hour. Is it New Year's resolutions or last quarter's marks?

Altho' Spring is as yet far from us, the campus is green. We were ignorant of the fact that the American dyers could produce no other durable shade for men's apparel but green, until very recently, but perhaps some artistic genius, in view of the coal shortage, desiring to give the illusion of Spring and its balmy air, dictated that the verdun of hill and plain be the fashionable color, in order to temper the chilling breezes of midwinter. If so, we humbly render thanks.

Resolved: That those who suffer from colds that cannot be subdued to a decorous choke behind a handkerchief, but must cough, and clear their throats loudly, should take their chapel "cuts" at this time, in order first: that they might not spread the infection; second, that they might not disturb the service,

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and third, that they might not cause the entire student-body to appear discourteous to the leader of the service.

SHORTLY before the holiday season, steps were taken by the Juniors and Seniors, for the bridging of the gaps between classes. One very effective means was thought to be the council of Upperclassmen, so plans were made for its early reorganization.

The members of the Y. W. C. A. made 75 Christmas stockings for the Christmas tree given to the needy children of the city by the Associated Charities.

The members of the Senior class in Education are finding much enjoyment and gaining valuable experience in teaching by conducting a miniature school at the Orphanage at Eighth and Euclid streets.

On Friday, January 16, the delegates to the Student Volunteer Convention, made their report. The following were the speakers:

"History of the Student Volunteer Movement"—Miss Grace L. Randolph.

"Speakers, and their Messages"—Mr. John M. Miles.

"Sectional Conferences"—Miss Inabel F. Burns.

"The Exhibit"—Mr. Mifflin T. Gibbs.

"General Impressions of the Convention"—Prof. J. G. Logan.

Also on Monday, January 19, the delegates of the professional schools to the Student Volunteer Convention at Des Moines addressed the students, assembled in the Chapel, on their impressions of the convention. The following delegates spoke:

School of Medicine, W. H. Foster.

School of Law, G. E. Hall.

School of Religion, W. H. Gibson and C. H. Green.

THE Competitive recently held by the Stylus was met with hearty support by members of the student body. In behalf of the members of the organization,

the Scribe wishes to thank all those who contributed manuscripts. The following is a list of those accepted for membership in the Stylus, as a result of the competitive: Messrs. Arvey Wood, J. P. Murchison, Lemuel Bolton, R. M. Gilbert and Miss Sayde Spence.

The Omega Psi Phi Convention

WHAT was by far the greatest national convention ever held by the Omega Psi Phi Fraternity, met in Boston during the last four days of December, 1919. The representation was nation-wide, and comprised delegates from all chapters, grand officials, ex-grand officials, and a large number of the local honorary members.

Howard University yielded three representatives from Alpha Chapter—Messrs. W. Stewart Nelson, George W. Brown, and Stanley M. Douglas. Professor G. David Houston, of the city schools, also journeyed to Boston with these, his younger brothers, and added much to their pleasure on the trip.

All the delegates found the social circles eagerly awaiting their arrival, and during the entire Holiday period, there was vigorous competition for the honor of having entertained the visitors best.

The open session was held on the 29th in Tremont Temple, where Colonel Young delivered the principal address. The soothing tenor of Roland Hayes was also an attraction for the musical ears of Boston. The Grand Basileus, Mr. R. G. Robinson, of Harvard University, read expressions of congratulations. Among them were letters from the Mayor of Boston and the Governor of Massachusetts.

The convention in its work sought to reshape certain of its policies to meet the needs of the new era of reconstruction. The gigantic problems affecting the lives and progress of Negroes everywhere, on this occasion linked themselves with a dynamic fraternal movement for greater manhood.

At the close of the session the fol-

lowing national officers were elected:

Grand Basileus (re-elected)—Raymond G. Robinson.

Grand Vive-Basileus — Stanley M. Douglas.

Grand Keeper of Records—Eugene E. Alston.

Grand Keeper of Seals—L. Raymond Hill.

Grand Statistician—W. Stewart Nelson.

Editor of The Oracle—Osceola Mc-

First Annual Convention of the Delta Sigma Theta

ON December 26th and 27th, 1919, Howard University, the seat of the Alpha chapter of the Delta Sigma Theta Sorority, was the meeting place for the first Annual Convention of the Sorority. The sessions proved extremely interesting and successful, and many constructive and logical suggestions concerning the great reconstruction period of the day were presented.

The delegates, representing such schools as the University of Pennsylvania, Wilberforce, Ohio State University, Iowa University and others, were enthusiastic with new ideas and left filled with even more inspiration, if such were possible, for greater work. The officers were chosen in the order following:

President—Gamma Chapter, Pennsylvania.

Vice President—Beta Chapter, Wilberforce.

Secretary—Epsilon Chapter, Ohio State.

Corresponding Secretary — Alpha Chapter, Howard.

Treasurer—Gamma Chapter, Pennsylvania.

Parliamentarian — Alpha Chapter, Howard.

Chaplain—Delta Chapter, Ioda.

Sergeant at Arms—Delta Chapter, Iowa.

Custodian—Alpha Chapter, Howard.

The convention adjourned to meet at

Wilberforce, Ohio, the seat of the Beta Chapter, December of 1920.

On Saturday evening, the Alpha Chapter entertained the delegates with a formal dansante in Spaulding Hall, so that after the strenuous work of the sessions, they might get a taste of the Howard hospitality and mirth.

Alpha Kappa Alpha

ALPHA KAPPA ALPHA SORORITY was welcomed this year to the city of Chicago. The sessions of the convention were held at Soldiers and Sailors' Club, December 29, 30, 31, 1919. Miss Nellie M. Quander, of Washington, D. C., was presiding officer, and the opening address was delivered by Mrs. Lorraine Green, of Chicago. Later on, speeches by graduate members whose success in the world has been great, and music composed by members of the sisterhood, were heard with delight.

Great depth of enjoyment was gained by attendance at the closed sessions of the convention. The roll of delegates listed earnest college women from nine leading Universities of the country. The business transacted presented evidence of the striking growth of the Sisterhood, and an increase of strength and leadership among Negro College Women everywhere, as a result of its existence. At these sessions there was a renewal of purpose "to create power to solve problems." There was a further perfecting of plans for the improvement of the social status of our race, for raising moral standard, and increasing educational efficiency.

The national officers of the Sorority, elected at the close of the convention, are:

President—Mrs. Lorraine Green.

First Vice President—Mrs. Carrie Lewis.

Second Vice President—Miss Helen Perry

Recording Secretary—Miss Pearle Mitchel.

Corresponding Secretary—Miss Ida Taylor.

Phi Beta Sigma "At Home"

THE Alpha Chapter of the Phi Beta Sigma Fraternity held its Annual At Home on New Year's Day, at the chapter house, 325 Tea Street N. W. The house was tastefully decorated with holly, evergreens, and the colors of "Old" Howard. Every room was beautifully arranged and thrown open to public inspection.

There were many visitors during the afternoon. All were delighted with the manner in which they were received and the appearance of the house in general. Light refreshments were served the guests after their tour of inspection.

An informal dance was held that night. Happy indeed were the guests as they made merry and executed the Terpsichorean art amid showers of confetti. Later in the evening a delightful repast was served. This particular evening of pleasure was indeed "the end of a perfect day," and every one departed with a lasting memory of New Year's Night, 1920.

Pi Alpha Nu

The Pi Alpha Nu, with its increased membership, looks forward to a most profitable and enjoyable year in the study and appreciation of music. Besides the regular programs offered by the members, a special program has been presented by Prof. Tibbs, who gave the club a rare treat in the rendition of Brahms's Sonata in F Minor, Scherzo movement, and Liszt's "Bird Sermon."

Ten Thousand Dollars for Platform Suggestions by Young Voters

Through the Republican National Committee, Mr. Truxton Beale, former United States Minister to Persia, offers cash prizes aggregating \$10,000 for the best suggestions for the Republican platform by young voters, both men and women, in the country.

His offer has been formally accepted by Chairman Will H. Hays, of the National Committee, and the contest will open at once and close March 31, 1920.

A first prize of \$6,000 will be given for the best manuscript received; \$3,000 for the second best and \$1,000 for the third.

Manuscripts are limited to 6,000 words and must be addressed to Walker Blaine Beale Contest, Division of Young Voters, Republican National Committee, 923 Woodward Building, Washington, D. C. Four typewritten copies must be submitted, one only of the number being signed.

Under date of November 20, 1919, Mr. Beale, in a letter to Chairman Hays, quoted William Roscoe Thayer's description of a National Convention, with its scenes of turmoil and strife, as given in his life of Roosevelt. In this chapter Mr. Thayer said:

"A spectator from Mars might have remarked, 'but for so important a business as the choice of a candidate who may become President of the United States you ought to have quiet, deliberation, free-play, not for those who can shout the loudest but for those who can speak the wisest.'"

"And to this remark the howling, whirling dervishes who attended the Convention might have responded, if they waited long enough to hear it through, by yelling, 'Hail, Hail, the gang's all here,' and would have darted off to catch up with their fellow bacchanals," etc.

Commenting upon this depiction of a National Convention, Mr. Beale, in his letter, said:

"If these conditions were strange for the nomination of a President they were still more strange for working out and formulating the principles and planks of a political platform.

"A political platform would surely have more clearness if thought out in the libraries and studies of the scholars of the country than in the turmoil and noise of a political convention; it would have more consistency if made away

from its jarring elements; it would have fewer evasions and ambiguities if not made under the pressure of its clashing interests, and the great organic truths of sociology and economics for the guidance of a party could be more profoundly considered and more effectively expressed.

"There never has been a time when the two great parties have differed so fundamentally in principle as now, differences that go to the very foundation of society; never a time when so many brands of quack medicine have been so energetically hawked about as cures for distempers of the state, and therefore never a time when an honest platform and straight thinking, holding out no false hopes and promising no short cuts to the millennium, is more important than now."

For these reasons, Mr. Beale subscribed \$10,000 to the Republican National Committee to be offered in prizes as above outlined. The only stipulation he made was that the Committee assume the responsibility of providing the machinery and expense required for reading the manuscripts submitted. This the Committee has agreed to do.

"Of course," he added, "it is not my idea that such a platform would necessarily be adopted by the National Convention, but the educative effect on the people at large might have a beneficial indirect result; and may aid you in your well directed efforts to interest young people in politics."

Mr. Beale suggested as judges, Dr David Jayne Hill, Dr. Nicholas Murray Butler, and the Hon. Albert J. Beveridge

Chairman Hays formally accepted Mr. Beale's offer, approving the judges named, the conditions of the contest and suggesting that the rewards be known as the Walker Blaine Beale Prizes, in memory of Mr. Beale's son who was killed in the service. At the suggestion of Chairman Hays, the contest is open to all men and women twenty-five years of age or younger.

The following appeal to the young

voters of the country was thereupon issued by the Committee:

YOUNG VOTERS SHOULD PARTICIPATE.

To the Young Men and Women of America:

The Republican National Committee wishes to express its gratitude to Mr. Truxton Beale for his patriotic suggestion. The Committee urges the popular participation in the coming national election and is eager for the active co-operation of the younger men and women of the nation, so many thousands of whom did their all in the late war.

The Republican Party shall continue to be the instrument in this country to apply to new and changing conditions the wisdom of experience and the efficiency of an honest, zealous service. The delegates to the national convention will be glad of the opportunity to study the proposed platforms submitted by the young voters of the land.

We suggest that you adhere to the following rules of the prize contest:

RULES OF THE CONTEST

1. The contest is open to all men and women not over twenty-five years of age. Attach a signed statement with your manuscript that you are a qualified contestant.

2. Submit four typewritten copies of your manuscript. Sign only one. Write on one side of the paper.

3. Manuscripts must not exceed six thousand words.

4. Send all manuscripts to Walker Blaine Beale Contest, Division of Young Voters, Republican National Committee, 923 Woodward Bldg., Washington, D. C.

5. All manuscripts must be in judges' hands not later than March 31, 1920.

6. Announcement of prize winners will be made prior to the opening of the Republican National Convention in 1920.

REPUBLICAN NATIONAL COMMITTEE.

Counterweights

THE SEVEN WONDERS OF HOW- ARD.

Percy's love letters.
Gwaltney's intellect.
Prof. Locke's jokes.
Hank's overcoat.
H. Jackson's feet.
"Bill" Andrew's eloquence.
Lemon's grin.
Prof. of Philosophy—"Mr. X, what is
a dogma?"
Senior—"A puppy's Mamma."

Among our many class songs Sis pre-
fers "Howard, I love old Howard."
Earl Brown, '22—"Rock me to sleep."
Marion Allen, '22—"Wait until I get
a couple of bricks."

A FRESHMAN'S LAMENT.

I'm tired now, and weary, too;
My hair is turning gray,
My hopes lie shattered on the floor—
I flunked again today.

I study early, study late;
I burn the midnight oil,
But still my lessons fail to please;
It fairly makes me boil.

One night I studied very hard
My lessons to prepare,
But ne'er a teacher called on me,
'Tis thus I ever fare.

I would I were a senior,
Learned and sedate,
Instead of being green and fresh,
Oh, most unhappy fate.

Where breathes the man with soul so
dead,
Who never to himself has said,
As he bumped his toe against the
bed: —

The senior play will soon come off,
And surely will make good,
The cast has practiced day and night,
And trained on Mellin's food.

Notice in the Hall—"In case of fire,
wring the towel."

The latest dance step:
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Hoffman, '22—“They did; why?”

A. Payne—“They found measles in the dictionary.”

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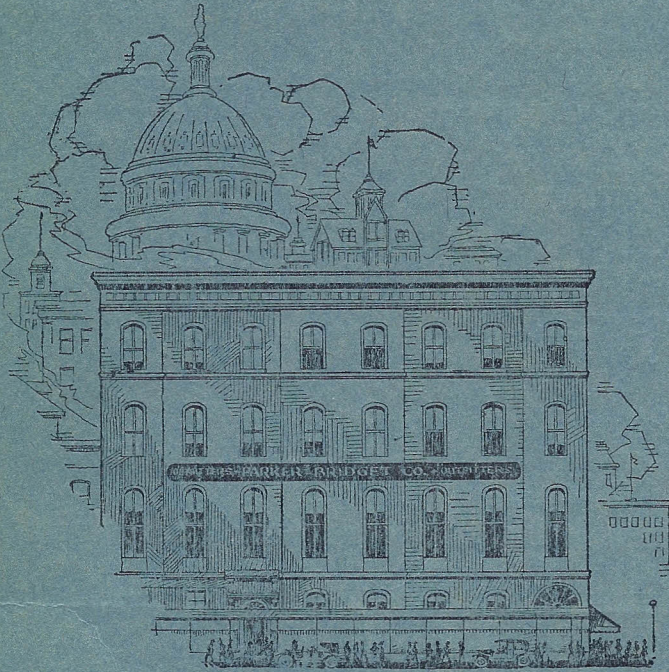
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